ROUTING AND RECORD SHEET

SUBJECT: (Optional)

Curriculum Committee

FROM: ADC/OTE 1025 C of C			EXTENSION	NO.		STAT
				DATE 22 July 1985		

TO: (Officer designation, room number, and building)	DATE		OFFICER'S INITIALS	COMMENTS (Number each comment to show from whom to whom. Draw a line across column after each comment.)
	RECEIVED	FORWARDED		
1. OTE/EXO				Background reading for curriculum item on training for DI Intelligence Assistants.
2. C/PG				
3. C/AD				
4. C/IT				
5. C/TSD				
6. C/ISTD				
7. C/MATD				
8. C/LS				
9. C/CTD				
10. C/WOTS				
11.				
12.				
13.				
14.				
15.				

STAT

FORM 610 USE PREVIOUS
1-79 EDITIONS

GPO : 1983 O - 411-632

22 July 1985

MEMORANDUM FOR: Members of the Curriculum Committee

FROM: STAT

                   Analysis Training Branch

SUBJECT: OTE Curriculum Committee Meeting, 25 July 1985,
                   Training for DI Intelligence Assistants

        1.   At the 25 July meeting,   Chairman, DI   STAT
IA Advisory Panel, will describe the needs survey his panel
conducted to determine training requirements for Intelligence
Directorate assistants. Attached for your background are copies
of the following:

        A.   Memo from ADDI for D/OTE dated 14 Nov 1984 re
             Proposed Training Profile for DI Intelligence
             Assistants

        B.   Memo from D/OTE for ADDI, dated 14 Dec 1984, re
             same subject

        C.   Memo from Chairman, DI IA Advisory Panel, for
             Chief, OTE/Analysis Training Branch, dated 5 Feb
             1985, re Data on IAs to Support Development of
             Training

        2.   One of the OTE courses that   will address is   STAT
the Analysis Support Course (ASC) offered by the Analysis
Training Branch (ATB). For that reason,   C/ATB, and   STAT
              ASC Course Director, will attend the meeting.   STAT
Attachment D is the schedule for the August 1985 running of the
ASC; Attachments E and F present an alternative to the ASC in
the form of two six-day courses, one for new intelligence
assistants and one for those with approximately three years
experience.
                                                                        STAT

Attachments

ADMINISTRATIVE - INTERNAL USE ONLY

\CHMENT

Form
8-66 163a

A

84-9269

14 November 1984

MEMORANDUM FOR: Director of Training and Education

FROM: Richard J. Kerr
                 Associate Deputy Director for Intelligence

SUBJECT: Proposed Training Profile for DI Intelligence Assistants

1. This Directorate relies heavily on its approximately [   ] Intelligence
Assistants who play a vital role in the intelligence production process.
Their role in the coming years will become more critical, and I want to ensure
that we make maximum use of the talents and strengths these individuals bring
to their positions. The DI lacks a structured career development training
program for Intelligence Assistants. Although some DI offices provide formal
guidance, most do not. The DI Intelligence Assistants Advisory Panel has
looked into this and has come up with a recommendation to enhance IA training
opportunities.

2. Over the course of the last few months, the Advisory Panel has
developed a training profile that the Directorate can use as a roadmap for IA
career development. The Panel set as its goal the creation of a training
profile similar in nature to that in existence for analysts and the one most
recently created by OTE for secretaries and administrative support personnel.

3. The Panel has produced a profile that is comprehensive enough to
cover the whole range of needs among IAs in the Directorate but flexible
enough to be tailored to individuals and specific assignments. It is intended
to be a guide to IAs and their managers in planning professional growth and
career progression. We took into account OTE courses that already exist or
are being developed and supplemented them with an idea for a new introductory
course especially for IAs. We show a comprehensive list of desired training,
but indicate the minimum program that all IAs in the Directorate should take.

4. The Panel's approach partitions IA training into three phases.
Except for the courses specifically designed for new IAs, most of the courses
listed could be taken in any of the three phases, depending upon individual
circumstances. The three phases are not intended to be rigid barriers.

STAT

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-- Phase I, the initiation of an IA career, is designed for the new EOD or a new IA who has transitioned from another career track. We propose the creation of a new Introductory IA Course for all new IAs (see attached description). The duration of this phase would depend upon previous job experience or training.

-- Phase II, career development and progression, covers training during what most likely would be the core period of the typical IA carer. During this phase we would expect IAs to be focusing on personal growth and acquiring more advanced job skills.

-- Phase III, provides advanced training for senior IAs, who are seeking to further hone their skills to improve performance in their present position. This phase would include the new course being developed by OTE--Intelligence Issues--similar in purpose to the Midcareer Course offered to analysts. For those IAs considering changing career tracks, the Career Development Course is recommmended at this time.

5. With that as background, I ask that OTE now begin to work with our DI training personnel and members of the IA Panel to transform the proposal into a specific training program that opens now existing courses to IAs. In addition, the program would require the development of the new Introductory IA Course and the modification of some existing courses. Finally, we need to ensure that the courses for new DI analysts and managers include dedicated segments on working with/managing IAs. Our efforts to improve the effectiveness of our IAs will succeed only if all parts of the Directorate are pulling in the same direction.

6. We appreciate your support in this endeavor to enhance DI training opportunities. [   ] Chairman of the Panel, is prepared to brief you in more detail and to meet with the appropriate people in your organization to get the ball rolling. Keith can be reached on [   ]

STAT

STAT

STAT

Richard J. Kerr

Attachment:
  Proposed IA Training Profile

Training Profile for DDI Intelligence Assistants

PHASE I Introductory Training for New IAs		PHASE II Training for the more experienced IA focusing on career development and progession		PHASE III Advanced training for senior IAs

MINIMUM TRAINING

				Intelligence Issues**/***
Introductory IA Course***	Basic ADP Courses* Fundamentals of VM	Analysis Support Course*	Effective Oral Presentation*	
Survey of Intelligence Collection Systems*	SAFE Users Course AIM	Leadership Styles & Behavior*	Reading Improvement*	
Agency Orientation & Office Procedures*		Essentials of Writing*	Employee Development*	

OTHER SELECTED COURSES

				Advance ADP Courses* Programming PL/1 Fortran
Survey of Intelligence Information Systems*	Foreign Language Familiari- zation*	More Advanced ADP* Data Base Management RAMIS NOMAD TELLAGRAF	Time Management* Stress Management* Language Training*	
Reentering the Workforce**	FSI, College & OTE Courses (e.g Country Survey, statistics, etc, as required)	CIA Today & Tomorrow*	Women in the Work Force*	Career Development*
Working in Washington for CIA**		Getting Your Ideas Across*	External Training Conferences TDYs Defence Industries Course* FSI & College Courses	External Training Conferences TDYs College Courses
		Management Skills for Secretaries & Admin- istrative Assistants**		

* OTE Currently offering
** OTE Developing Course
*** New Course suggested by Panel

NOTE: This Profile is presented with the following assumptions.
1. Training should be the joint responsibility of the IA and first line supervisor. They should work together to create a profile most appropriate to satisfy the needs of the immediate assignment and to meet professional development and goals of the IA.
2. Two-three weeks of training per year is recommended.
3. The three phases are not intended to be rigid barriers. Some courses listed under Phase II, for example, might be required in Phase I for some IA assignments. For planning purposes the phases are generally conceived as follows:

--Phase I is designed for the new IA—a new EOD or an IA who has transitioned from another career track. All new IAs would be expected to take the Introductory IA Course within the first few months. Other courses would be determined by the IAs background, previous training, and immediate needs of the assignment.

--Phase II covers training beyond introductory courses. Here the emphasis is on developing more sophisticated skills as well as on personal and professional growth.

--Phase III would provide advanced training for senior IAs as well as training needed to increase an IA's competitiveness for a change in career track.

Proposed Introductory IA Course

The Panel believes that there is a need for a one-week training course in which the new IA, within the first few months of employment, can learn the basic requirements for an IA career. The topics deemed appropriate and necessary for the new IA would include an introduction to the DI and its components, an introduction to the Intelligence Community, basic research skills, an overview of time and stress management, communication in organization--asertive versus aggressive communications skills--as well as oral and written communication skills, and administrative procedures. This course would not replace the two-week Analysis Support Course (ASC), but is intended to cover the more basic topics in greater detail. The ASC would then cover the more advanced areas for IAs further along in their careers.

Dissemination for Proposed Training Profile for DI Intelligence Assistants

Copy No. 1 - Addressee   STAT
         2 - DI Training Officer
         3 - Chairman, IA Advisory Panel   STAT

ADMINISTRATIVE - INTERNAL USE ONLY

OTE 84-6836

STAT

STAT

MEMORANDUM FOR: Associate Deputy Director for Intelligence

VIA: Deputy Director for Administration

FROM: [   ]
                  Director of Training and Education

REFERENCE: Memo from ADDI for D/OTE, dated 14 Nov 1984
                  Same Subject

SUBJECT: Proposed Training Profile for DI Intelligence
                  Assistants

    1. I received your memorandum dated 14 November 1984
requesting Office of Training and Education (OTE) support in
providing training for Directorate of Intelligence (DI)
Intelligence Assistants (IA). We are prepared to respond
positively and are working with [   ] Chairman/DI
IA Advisory Panel, to begin implementation.

STAT

    2. Additional information and support are needed in order
to (1) effect changes in existing ATB courses which includes
adding segments on working with and managing IAs, (2) develop a
new Introductory IA Course, and (3) open now existing OTE
courses to IAs. Needed will be better definition of the
evolving role of IAs with specific emphasis on knowledge, skills
and abilities required in the job. [   ] believes the IA
Advisory Panel can be of assistance in providing this data.

STAT

    3. We also believe that the assignment of a senior IA is
needed to provide guidance and assist in the design and
implementation of the proposed Introductory IA Course. This can
be accomplished through a short rotational of a period of no
more than six months duration.

STAT

    4. I have designated [   ] Chief/Analysis Training
Branch, as cognizant officer charged with coordinating OTE's
effort in this--translating your proposal into a coherent
training program responsive to DI needs. Larry can be reached
on [   ] green.

STAT

STAT

STAT

OTE/IT/ATB [   ] (10 Dec 84)
DISTRIBUTION:
    Orig - Addressee
      1 - DDA
      1 - D/OTE
      1 - OTE Registry
      1 - ATB/IT

SECRET

5 February 1985

Form
8-66 163a
25X1

MEMORANDUM FOR: Chief, Analysis Training Branch, OTE

FROM: | Chairman
                         DI IA Advisory Panel

SUBJECT: Data on IAs To Support Development of Training

REFERENCE: D/OTE Memo to ADDI, 14 December 1984

Larry —

     1. Attached are the data requested by D/OTE in his 14 December response
to the ADDI's request for support in developing training for DI Intelligence
Assistants.

     -- Included are statements by each DI Office defining
        current and future IA roles in the intelligence
        production process and the skills required. These are
        all easily understood, and therefore I have not attempted
        to rephrase them into a single statement.

     -- I have included data also on the distribution of grades,
        employment status, time in grade and position, and
        educational levels of DI Intelligence Assistants. These
        charts are just recently produced and the panel is now
        beginning to determine the meaning of this data.

     -- Finally, I am fowarding data (based on a survey of
        75 percent of our IAs) showing how many IAs have taken or
        wish to take the courses listed on our proposed training
        profile.

     2. It is apparent from the collection of inputs from the DI offices,
that the diversity of analytical functions results in a wide range of skills
required of our IAs. To help illustrate this point, I created the following
table:

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SECRET

	ADP/ Data Base	Substantive Knowledge	IA Skills/Functions			Foreign Language	Graphic Support
			Writing	1st Phase Analysis	Research		
ACIS		X	X	X			X
CPAS					X		
EURA	X		X	X	X		X
NESA	X		X	X	X		
OCR	X	X	X	X	X	X	X
OEA	X	X	X	X			
OGI	X	X					
OSWR	X	X		X	X		
SOVA	X			X	X		X

Please note that OIA is considering including IAs into the imagery analysis process--I have included a memo from DD/OIA. Also, C/ASG supports well-integrated training for IAs.

3. I believe we can draw the basic conclusion that IAs play an important role in the analytical process, and almost all the offices project that the IA contribution will grow both in terms of quantity and significance as automation expands in the support of analysis. Data base support is a major IA contribution followed closely by research and first phase (preliminary) analysis. This requires good ADP skills and increasingly solid substantive knowledge and writing skills.

4. We need to define further your requirement for the service of a senior IA to assist with the development of the proposed Introductory IA Course.

5. Please note that the attachments range in classification from Administrative - Internal Use Only to Secret.

25X1

Attachments
   a/s

2
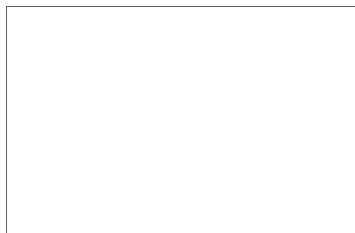
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SUBJECT: Data on IAs To Support Development of Training

C/SFD/SOVA

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Distribution:
   Orig - Addressee
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      1 - SFD Chrono

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3

SECRET

DD/A Registry
84-3655

OTE 84-6836

14 December 1984

MEMORANDUM FOR: Associate Deputy Director for Intelligence

VIA: Deputy Director for Administration

FROM: STAT

                Director of Training and Education

REFERENCE: Memo from ADDI for D/OTE, dated 14 Nov 1984
                Same Subject

SUBJECT: Proposed Training Profile for DI Intelligence
                Assistants

     1. I received your memorandum dated 14 November 1984
requesting Office of Training and Education (OTE) support in
providing training for Directorate of Intelligence (DI)
Intelligence Assistants (IA). We are prepared to respond
positively and are working with [   ] Chairman/DI   STAT
IA Advisory Panel, to begin implementation.

     2. Additional information and support are needed in order
to (1) effect changes in existing ATB courses which includes
adding segments on working with and managing IAs, (2) develop a
new Introductory IA Course, and (3) open now existing OTE
courses to IAs. Needed will be better definition of the
evolving role of IAs with specific emphasis on knowledge, skills
and abilities required in the job. [   ] believes the IA   STAT
Advisory Panel can be of assistance in providing this data.

     3. We also believe that the assignment of a senior IA is
needed to provide guidance and assist in the design and
implementation of the proposed Introductory IA Course. This can
be accomplished through a short rotational of a period of no
more than six months duration.

     4. I have designated [   ] Chief/Analysis Training   STAT
Branch, as cognizant officer charged with coordinating OTE's
effort in this--translating your proposal into a coherent
training program responsive to DI needs. Larry can be reached
on [   ] green.   STAT

ACIS - 028/85
15 January 1985

MEMORANDUM FOR:

Chairman, DI IA Advisory Panel

FROM:

Deputy Chief, Arms Control Intelligence Staff

SUBJECT: Present and Projected Role of Intelligence Assistants in the Arms Control Intelligence Staff

1. In response to Dick Kerr's 8 January memo, following are our thoughts on the present role of the two IAs assigned to ACIS, and on the ways in which their duties may change in the future. Paragraph 4 comments on the input which DI IAs can make to the design and implementation of the training program. (OUO)

4. We applaud the idea of using a senior IA to assist in the design and implementation of the proposed course. Because of the diversity of IAs' duties within the DI, we suggest that the senior IA consult with a cross section of DI IAs having different backgrounds and levels of experience. (OUO)

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Page Denied

14 January 1985

NOTE FOR : Associate Deputy Director for Intelligence

FROM   : C/EURA/ADMIN

SUBJECT : IA Data for OTE

REFERENCE: Note dtd. 8 Jan 1985

1. Role of IAs:

The Office of European Analysis has a relatively small number of IAs (5), two of whom have been hired within the past year. Most of our IAs perform normal support duties for analysts such as screening material, scanning periodicals, ordering reference materials, gathering and abstracting information, using graphics software, and writing some finished intelligence. Most also do a significant amount of computer-related work, particularly IAs in specialized branches such as economics and defense. Much on-the-job training has been provided, and the emphasis has been on hiring IAs with a basic knowledge of the subject supported and the ability and desire to acquire such additional skills and knowledge as the job requires.

2. Future Role of IAs:

It is anticipated that IAs will be increasingly important to the analytical process as the number of analysts grows and the quantity of information continues to proliferate. IAs primary functions will continue to be the collection and evaluation of intelligence in support of analysis; IAs will continue to contribute substantially to output with graphics, quantitative data manipulation, data base management, and writing support. Because of the widely differing needs among the various branches, OTE should be flexible in providing a variety of internal and external training opportunities. We envision our IAs as well-rounded professionals capable of making polished written and oral presentations, with some expertise in information management, and specialized knowledge such as language proficiency, data base design, programming etc. tailored to the specific job position.
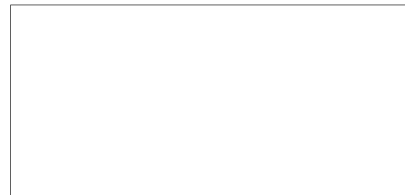
25X1

CONFIDENTIAL

D/NESA 85-009
15 January 1985

MEMORANDUM FOR:

FROM:
Executive Officer, NESA

SUBJECT: Role of IAs in NESA

25X1

1. Intelligence Assistants (IA) are a recent addition to NESA's T/O. Until the FY1985 personnel increases were approved, NESA only had one parttime IA. Now we have assigned one fulltime IA to each of our three divisions. Our IAs perform a variety of tasks related to the analytical process. They work closely with analysts in collecting data and developing data bases. Their work extends across the spectrum of disciplines--economic, political, and military. They should have a thorough understanding of division and Agency files (particularly the services available in OCR), and the ability to array and manipulate data and write effectively. In time we will expect the IAs to write occasional analytical articles. As the volume of information increases, one could expect an IA to screen mail for analysts and build and purge automated files. A good IA should have a wide range of abilities: an IA must be a good team player; must have strong organizational skills; must have the intellectual ability to perform some of the tasks now done by analysts; must have acceptable writing skills; and must be prepared to develop strong computer skills.

2. NESA expects IAs to play an important role in the years ahead. To be effective Intelligence Officers analysts will discover that certain aspects of their job must be delegated to IAs. Analysts should spend the majority of their time analyzing data and producing finished intelligence. IAs will take charge of files and pull together pertinent material for an analyst to use. Only with the help of IAs will analysts be able to perform more efficiently and effectively.

25X1

CONFIDENTIAL

22 January 1985

25X1

NOTE TO:

FROM:

Director of Central Reference

SUBJECT: Role of IAs in OCR

Per your request, attached are the two paragraphs that describe the role of the IA in OCR's analytical and reference processes and the projected role of the IA in the future. If you have any questions or need more data, please contact [ ] Chief of OCR's Information Services Group, on extension [ ]

25X1

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Attachment

Office of Central Reference Intelligence Assistants

Current Role: Our IAs perform a variety of duties including screening of intelligence documents and selecting certain of them for file retention; answering requests for information (ranging from simple name traces to more complex queries, e.g., providing all data relating to political views of President X); performing research in support of intelligence production; writing unclassified biographic reports and biographic collection requirements; selecting information for and maintaining certain manual files, as well as automated data bases, e.g., Directory of Soviet Officials; preparing print ready copy for published directories; assisting in the production of classified wall charts, e.g., Politburo and Secretariat of the Chinese Communist Party; providing administrative support by coordinating and monitoring large requests, e.g., reports on key official in five countries; and training and briefing on files and procedures. The knowledge and skills needed for these duties include: good reading comprehension; research skills; foreign language familiarity; flexibility; writing ability; representational and good interpersonal skills; ability to work under short deadlines and balance competing priorities; familiarity with key personalities and organizations in countries for which responsible; initiative and resourcefulness; knowledge of computer systems for data entry and retrieval; and attention to detail.

Future Role: While the nature of IA duties in OCR will remain much the same, there will be an increase in writing and analytical tasks (e.g., writing unclassified bio reports, classified organizational form reports, requirements, summaries of information; more complex research in support of intelligence production; and more independent handling of complicated requests) and an increase in the handling and organization of data through computers, reflecting the expansion of SAFE and the implementation of other automated systems.

18 January 1985

ADMINISTRATIVE INTERNAL USE ONLY

S E C R E T

28 January 1985

MEMORANDUM FOR: 25X1

Chairman, IA Advisory Panel

FROM: 25X1

Executive Officer, OEA

SUBJECT: Role of IAs in OEA

1. It is difficult to generalize the role of the present IAs employed in OEA because their abilities vary significantly. At the time of the DDI reorganization we inherited seven IAs from previous NFAC offices. Over the last three years our goal has been to make these individuals useful where possible and to determine how we would like to utilize their successors. We have been marginally successful in both areas. All of our present, productive IAs utilize computers to some extent, therefore, we would place familiarity with computer systems high on our list of required skills. Those IAs that are meaningfully employed in our divisions also read a significant amount of traffic and file it in a method that increases its utility, normally in a computer database. To do this effectively, the IA needs to be generally familiar with the substantive areas of interest to the branch and be familiar with the most convenient way of sorting the pertinent intelligence that is being received. The most productive IAs in our organization go one step further and digest this information for presentation in a format that is useful for general background use to the analysts assigned to the branch and to outside consumers.

2. As we look to the future of OEA, we envision a fairly sizeable cadre of IAs involved in all of our substantive branches. These people would not be performing complicated analytic tasks nor would they be designing elaborate databases. But they would be reviewing intelligence received in selected substantive areas and processing it into a form that would make it more generally useful. This could involve direct input to military order-of-battle databases that would then be used by the military analysts. It could also mean the collection and cataloging of economic data within certain sectors of a country's economy and using this data to prepare regular reports of a relatively routine nature. Changes in a country's political environment and the personalities involved could also be a task followed on a regular basis by an IA, and reports could be

25X1

S E C R E T

S E C R E T

-2-

S E C R E T

produced for it. In short, we see the IA of the future being the
eyes and ears of the analyst in certain prescribed areas with the
product being not only a file of data or a database, but a
regular written report that does not require deep analytic
ability but does require clear thinking and attention to detail.

25X1

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cc:

-2-

S E C R E T

CONFIDENTIAL

17 January 1985

MEMORANDUM FOR: Chief, Strategic Forces Division, SOVA

FROM: Executive Officer, OGI   25X1
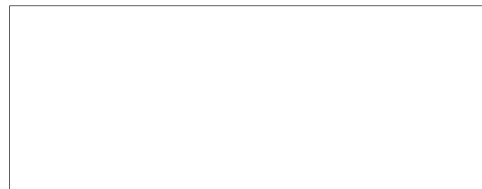
SUBJECT: IAs in OGI

REFERENCE: Memo from ADDI to DI Office Directors
                 dated 8 January 1985

Kieth

    1. IAs in OGI primarily assist analysts with the
maintenance and exploitation of large databases. This means they
need to have an aptitude for a facility with data processing, and
some basic understanding of the substantive issues which the data
informs.

    2. The role of IAs in the future will grow significantly.
For example, OGI has requested 5 IA positions in 1987. Our
objective is to insure that each branch has at least one IA to
support the development and use of large and shared databases.
We will seek an IA for our Energy Markets Branch to support the
estimation of energy supply/demand balances and to maintain some
10 branch databases. Similarly, we are asking for IAs in the
Political Instability Branch and the Nuclear Proliferation
Branch to relieve analysts of database support activities. We
are asking for 2 IAs to support data input to and statistical
extraction from our Merchant Shipping Data Base (CARGO) which
will be used to provide continuous and timely analysis of arms
shipments throught the world.

25X1

CONFIDENTIAL

ADMINISTRATIVE - INTERNAL USE ONLY

16:59:37 Monday, January 14, 1985

NOTE TO:
FROM:
SUBJECT: IA Data for OTE

The following is in response to Dick Kerr's memo dated 8 January 1985:

The role of OSWR IAs:

Intelligence Assistants (IAs) in the Office of Scientific and Weapons Research serve in a variety of ways. Many of the positions are involved in the processing of telemetry data, using automated data bases (both inputting and searching) and in running routine computer programs. In other areas the IA performs all-source searches for data from computer data bases and from open literature sources. The IA reviews bibliographies, periodicals, scientific journals, trade magazines and other open source documents. From these the IA selects items of interest to the analysts and, when appropriate, arranges to have documents translated. In order to carry out these duties, it is necessary for the IA to have a thorough knowledge of the mission and function of the Office, understand the needs of the analysts and have a working knowledge of the technical fields in the areas where he/she is assigned. The IA must also know what data bases exist, how to access them, where other sources of information within the Intelligence Community exist and how to make use of these sources. The IA must have a willingness to do routine duties and at the same time be able to display initiative and imagination in locating, assembling and presenting data for use by the analysts.

Role of the IAs in the future:

We expect that in the future IAs will perform much as they do at present. The Office now has several years of experience with IAs and we believe they are being used effectively across the Office. Our principal goal is to permit them to acquire skills and experience more quickly and to perform more and more of the routine analytical tasks now performed by junior analysts. In this regard, we expect that, in general, our IAs will be interested in moving into the analytical ranks. This will require both extensive experience as IAs and particpation in internal and external training. We intend to encourage the IAs to pursue a college education as well as to take advantage of the many Agency courses. Becoming an IA should be considered an opportunity to accept new and challenging work. IAs perform and will continue to perform a valuable function in OSWR. The IA positions open doors for capable

ADMINISTRATIVE - INTERNAL USE ONLY

SUBJECT: IA Data for OTE

people who have not had the advantage of a college education.

cc: STAT

Current role of SOVA IAs

    All of SOVA's IAs are heavily involved with ADP related
activities and must have a good understanding of the Agency's VM
system. Because our IAs generally handle much of our information,
they are also required to know well those elements of Soviet
military, political and economic activities assigned to their
branches. Many of our IAs use the computer as a tool to store and
retrieve both quantitative and non-quantitative information. Only
a few will employ more traditional methods of research into
collections of documentary sources. These research assistants need
to know how to locate and use the numerous collections of source
materials currently available and have abstracting and writing
skills. Most of our IAs deal with quantitative information and are
required to be expert on their own data base or analysis package as
well as some standard data manipulation and analytical routines.
They are also required to understand the essentials of data
display, either tabular or graphic, and be able to use a variety of
computer-based packages to support briefings and publications.
They must be able to array the information in ways that are
analytically correct, meaningful and appropriate to the medium of
presentation. In many ways, we are looking more and more to our
IAs to perform preliminary analysis of our data. A few of our IA's
go beyond the use of computer-based applications and are involved
in developing data bases and analytical programs. These
individuals need to know how to build a computer program or data
base using the appropriate language. Their task is to translate a
substantive problem into a precise and technical methodological

statement that can be implemented in a computer program.

Projected role for SOVA IAs

    We expect that SOVA IAs will become more important to the
analytical process as we move into the automated office
environment. The mass of data expected over the next several years
will drive us to lean even more on our IAs and their use of complex
computer tools to screen and present incoming data in a form ready
for analysis. Thus, our IAs will become even more involved in
those important preliminary steps of the analytical process. They
will also become more involved in building computer-based
applications that respond to day-to-day demands for tools to
support the production of finished intelligence. The IA is now a
key player in the analytical process. This role will become
critical in the future.

OIA-003/85
10 January 1985

STAT

MEMORANDUM FOR:

Chairman, DI IA Advisory Panel

FROM: Deputy Director, Imagery Analysis

SUBJECT: IA Data for OTE

Keith —

1. OIA currently has only one GS-06 part-time (32 hours per week) intelligence assistant (IA) who is assigned on an experimental basis to our Warsaw Pact Branch. There is a growing perception among OIA managers, however, that the office should move more aggressively to employ IAs in meeting the expanding and more complex analytic support and data management demands it faces. Consequently, we remain anxious to take advantage of your willingness to come down to OIA later this month to brief OIA managers on the results of your Panel's survey of how IA's are being utilized in the Directorate, and to get your views on what factors OIA should take into account in considering wider use of IAs. Please give me a call when a good time suggests itself on your calendar and we'll finalize arrangements for your visit.

2. In order to give you some feel for how OIA thinking is evolving in terms of the use of IAs as against secretaries, attached is an outline of responsibilities for each as conceived by one of our research branches. I hope this will be of some value. Our current very tentative plan is, over the remaining years of this decade, to assign about one-to-two IAs to each of our five divisions. They would be division assets and would service the requirements of the three branches in each division.

STAT

Attachment:
  a/s

Distribution:
  Original - Addressee (w/att)
         2 - DI/OIA/ODIR (w/att)

DI/OIA   (10 Jan 85)   STAT

Africa-Latin America Branch
Third World Forces Division

Branch Secretary

1. Type Branch reports and Correspondence - 40%

2. Sort mail and film - 30%*

3. File maintenance - 10%

4. Branch receptionist - 5%

5. Administrative duties - 10%

6. Fill in for Division Secretary - 5%

Intelligence Assistant

1. Analytic Support - 50%
   --file searches
   --formulate ad hoc collection
     requests
   --do source verification
     studies and handle some
     requests for basic analysis,
     under guidance of senior
     analyst

2. Photo Support - 20%
   --order photographs
   --annotate prints
   --work with graphics shop to
     make briefing boards

3. Build and manipulate computer
   data bases - 30%

---

*When SAFE becomes fully operational within the branch this function will
reduce to about 15%--the additional 15% will be split between a projected
increased typing load (10%) and more administrative duties (5%).

ADMINISTRATIVE - INTERNAL USE ONLY

9:16 AM Tuesday, January 15, 1985

NOTE TO:
FROM:
SUBJECT: IA Data for OTE

Per the ADDI's memorandum of 8 January:

1. ASG does not have any IAs, nor does the IQ career service as a whole. We do not anticipate having any IAs in the future.

2. We need to make certain that any future training for IAs includes a large, well-integrated block of instruction on ADP tools. Given the pace of automation in the DI, we would not be serving the IAs well if we did not provide them with a good working knowledge of existing and planned ADP systems.

ADMINISTRATIVE - INTERNAL USE ONLY

84-3655

OTE 84-6836

14 December 1984

MEMORANDUM FOR: Associate Deputy Director for Intelligence

VIA: Deputy Director for Administration

FROM: STAT

                 Director of Training and Education

REFERENCE: Memo from ADDI for D/OTE, dated 14 Nov 1984
                 Same Subject

SUBJECT: Proposed Training Profile for DI Intelligence
                 Assistants

     1. I received your memorandum dated 14 November 1984
requesting Office of Training and Education (OTE) support in
providing training for Directorate of Intelligence (DI)
Intelligence Assistants (IA). We are prepared to respond
positively and are working with [   ] Chairman/DI   STAT
IA Advisory Panel, to begin implementation.

     2. Additional information and support are needed in order
to (1) effect changes in existing ATB courses which includes
adding segments on working with and managing IAs, (2) develop a
new Introductory IA Course, and (3) open now existing OTE
courses to IAs. Needed will be better definition of the
evolving role of IAs with specific emphasis on knowledge, skills
and abilities required in the job. [   ] believes the IA   STAT
Advisory Panel can be of assistance in providing this data.

     3. We also believe that the assignment of a senior IA is
needed to provide guidance and assist in the design and
implementation of the proposed Introductory IA Course. This can
be accomplished through a short rotational of a period of no
more than six months duration.

     4. I have designated [   ] Chief/Analysis Training   STAT
Branch, as cognizant officer charged with coordinating OTE's
effort in this--translating your proposal into a coherent
training program responsive to DI needs. Larry can be reached
on [   ] green.   STAT
                                                                  STAT

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DDI Intelligence Assistants Training Review*

Course Title	Have Taken	Plan to Take
Introductory IA Course			STAT
Survey of Intelligence Collection Systems		
Agency Orientation & Office Procedures		
Basic ADP Courses Fundamentals of VM SAFE Users Course AIM		
Analysis Support Course		
Leadership Styles & Behavior		
Essentials of Writing		
Effective Oral Presentation		
Reading Improvement		
Employee Development		
Intelligence Issues		

OTHER SELECTED COURSES

Survey of Intelligence Information Systems

Reentering the Workforce

Working in Washington for CIA

Foreign Language Familiarization

CIA Today & Tomorrow

Getting Your Ideas Across

- - - - - - - - - - - - - - - - - - - -

* Totals were arrived from survey response of courses contained in the DDI IA Training Profile. The figures reflect approximately 75% of the IA community.

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Management Skills for Secretaries & Admin Asst.

Time Management

Stress Management

Language Training

Women in the Workforce

Career Development

Advanced ADP (DB Management/Programming)
  RAMIS
  NOMAD
  TELLAGRAF
  PL/I
  FORTRAN

External Training (including:
  FSI, College, OTE (Country
  Survey, Defense Industries
  Course, etc) TDYs, Conferences,
  etc)

other data
list c assignments

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OFFICE OF TRAINING AND EDUCATION

INTELLIGENCE TRAINING DIVISION

ANALYSIS TRAINING BRANCH

ANALYSIS SUPPORT COURSE

1, 5 - 16 August

906 Chamber of Commerce

Extension 2241

<u>Course Directors</u>

<u>Training Assistant</u>

ITACHMENT

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163a

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COURSE OBJECTIVES:

Upon completion of the Analysis Support Course, students will be able to improve and broaden their support of the analytical process. In particular, they will be able to:

- understand the intelligence process in terms of organizations, process, and product;

- make effective use of Agency research resources;

- prepare collection requirements tasking the appropriate individual systems;

- utilize more fully the computer resources of the Directorate and Agency in such areas as word processing, file building, and data manipulation;

- extract critical information from and prepare summaries of intelligence documents;

- conceptualize, outline, and write an intelligence piece citing evidence that logically supports the conclusions;

- give a clear, organized, informative briefing;

- communicate effectively and deal in a positive, confident manner with subordinates, peers, supervisors, and professionals at all levels; and

- organize their daily work schedule so as to make the most productive use of time.

PRECOURSE

Chamber of Commerce Building: Room 906

Thursday, 1 August 1985

0830-0915   Administration

0915-1045   Intelligence Analysis

Cnier, Asia
Branch, OCR

_____ presentation will focus on the key components of the
intellectual process known as analysis. She will dissect the analytic
process and address some of the typical challenges faced by both the
analyst and the intelligence assistant.

1100-1200   The Myers-Briggs Type Indicator

     This test instrument will be used to provide students with
information about themselves, in particular how they interact with others
and process data to make decisions. The confidential results will be
given to you individually the first day of the course.

1200-1300   Lunch

1300-1345   Intelligence Information Survey

     This survey helps the instructors assess your knowledge of
intelligence organizations, the intelligence process, and intelligence
products. The purpose is not to grade you, but to provide insights as to
the breadth of knowledge of the students. Whenever possible, the content
of course segments will be modified to address gaps detected through the
survey.

1400-1500   Principles of Effective Briefing

     Students will be introduced to the basic considerations that the DI
looks for in any professional briefing. These include: (1) knowledge of
audience; (2) organizational structure of briefing; (3) marshalling of
supporting data; and (4) design of visual aids when necessary. This
segment is a preliminary to student class experience in drafting,
presenting and critiquing their own briefings.

Monday, 5 August 1985   Out-of-Town

0845-1015   Student and Staff Introductions   STAT
                 and Listening

     The effectiveness of your listening habits impacts on the quality of
your performance and your career development. After a brief introduction
of techniques for improving your listening skills, you will practice
those techniques by interviewing and then introducing one another.

1030-1100   Security Briefing, Course
                 Overview, and Administration   Staff

1110-1140   The IA and the Analytical Model   STAT

                                                                         STAT
     Building on[   ]remarks at the precourse meeting, the
instructor will present an outline of an analytical model and the class
will discuss the role of the IA in that model.

1145-1245   Lunch

1245-1345   Intelligence: Organization,   STAT
                 Process & Products

     Based on the results of the precourse intelligence information
survey, the class will discuss the principal organizations involved in
intelligence activities, the nature of the intelligence process, and the
diversity of intelligence products. The analyst/intelligence assistant
connection in each of these areas will also be discussed.

                                                                         STAT
1400-1530   Myers-Briggs Feedback Session

     This will be feedback on the precourse indicator. Each student will
receive her own profile; only the class profile will be displayed in an
open session. This will give each student the opportunity to make
individual comparisons with the class profile. The interpreted results
will also help each student become aware of her analytical style for
reference throughout the course.
                                                                         STAT
1545-1630   Differentiating Between Collection,
                 Research, and Analysis

     This segment will set the stage for later sessions on researching,
collection, and analysis through class discussion of the differences
between the three and by dissecting a recent DI Intelligence Assessment.

1630-1830   Dinner

1830-2000   Student Briefings   Staff

     This is the first of four evening sessions for student briefings.
The students and staff will provide feedback on delivery style,
substantive content, and clarity of the message.

Tuesday, 6 August 1985

0830-1015   Researching

    Knowing where to find information is critical to the analytical
process. After providing a general background on the Agency's reference
resources, this segment will draw on the knowledge of the class members
in a data sharing activity.

1030-1200   Collection Systems and the Tasking
                   Process

    A responsive intelligence collection system is a key to effective
analysis. We will have a classroom exercise. Students will examine the
role of the intelligence analyst in initiating collection requirements
and discuss the process--formal and informal--for submitting collection
requirements.

1200-1300   Lunch

1300-1515   Source Familiarization and
                   Evaluation

    The instructor will review intelligence sources used by DI analysts
and discuss classification/controls and the analytical approach used to
evaluate intelligence sources.

1515-1645   Gisting and Summarizing

    The instructor will guide the class through several exercises
designed to develop the fundamental skills of extracting critical
information from intelligence documents and of preparing concise
summaries.

1645-1700   Student Evaluations of Monday's
                   and Tuesday's Work

1645-1830   Dinner

1830-2000   Student Briefings   Staff

Wednesday, 7 August 1985

0830-0850	Discussion of Monday's Work	Staff

0900-1100	Logic and Evidence		STAT

   The instructor will review what it means to be logical in the DI analytical context and discuss the use of evidence. The principles discussed will be illustrated with a class exercise.

1115-1215	Identifying Policy Issues		STAT

   The role of the DI is to provide policymakers with timely and relevant analyses of the issues before them. In this segment we will discuss how you can become aware of the policy interests of the US Government and how to gear your work toward supporting US policy concerns.

1215-1315	Lunch

1315-1400	Identifying Policy Issues (Cont.)		STAT
1410-1520	DI Writing Course: Introduction (Session 1)		

   This is the first session of an intelligence writing course developed for the DI. The writing course includes video-tapes and student exercises, which we will supplement with additional writing exercises and lectures. Samples of DI publications will also be examined.

1530-1600	DI Writing Course: Writing Current Intelligence (Session 5)		STAT

1600-1615	Student Evaluations of the Day's Work
1615-1830	Dinner

1830-2000	Student Briefings	Staff

Thursday, 8 August 1985

0800-0830	Discussion of Wednesday's Work	Staff
0830-1215	Analytical Writing Exercise I: NID Note	
1215-1315	Lunch	
1315-1515	Image Building and Effective Communications	

STAT

STAT

In this segment we will explore the impact of stereotypes and expectations on others' perceptions of us and our reactions to them. We will also consider verbal and nonverbal communications and how our communications convey subconscious messages along with overt information.

STAT

1530-1630	How to Elicit and Give Useful Information	
1645-1830	Dinner	
1830-2000	Student Briefings	

STAT

Friday, 9 August 1985

0830-1100   DI Writing Course: Fighting Fog   STAT
                 (Session 2)

                 DI Writing Course: Writing With
                 Precision (Session 3)

     After viewing the tapes and doing some warm-up exercises, the
students will apply the lessons to their gisting and NID drafts.

1115-1200   Staff Feedback on Gisting and NID   STAT
                 Writing Exercise

1200-1300   Lunch

1300-1330   Student Evaluations of Thursday's
                 and Friday's Work

1330-1400   End of Week Wrap-Up

Monday, 12 August 1985   Room 906, Chamber of Commerce Building

0830-1130	Analytical Writing Exercise II: A VIP Biographic Briefing Book Report	

STAT

1130-1230	Lunch

1230-1400	Computer Usage in the DI	**TBA**

1415-1615	Problem Restatement and Creativity	

STAT

In order to generate the best possible product, it is essential to consider ways in which individuals and groups can produce imaginative and expansive analysis, even under tight time constraints. Our aim is to familiarize you with creative techniques relevant to the DI and then to give you practice in applying them to an intelligence problem.

1615-1630	Student Evaluations

Tuesday, 13 August 1985   STAT

0830-1045   A Structuring Method: Ken's
                 Kolumn's, Mike's Matrix, etc.

    Structuring techniques enable the user to visually display the
elements of a problem and their interrelationships or to graphically
display incoming data related to various intelligence indicators and to
record the changes in the indicators over time.   STAT

1100-1215   Time Management

1215-1315   Lunch

1315-1400   Writing Exercise II - Self-Editing

1410-1500   Staff Feedback on Writing
                 Exercise II

1515-1615   DI Writing Course: Structuring
                 Longer Papers (Session 4)

    This segment will include a discussion of outlining techniques.

1615-1630   Student Evaluations

Wednesday, 14 August 1985

			STAT
0830-1015	Writing Exercise III: Staff Note - Outlining		
1030-1130	Utilizing Group Resources	Staff	

Many intelligence problems lend themselves to the group problem
solving approach. we will conduct a class exercise and discuss the
interrelationships that develop among people working in a group and the
behavior of group members that can inhibit or enhance the group's work
toward achieving a stated objective.

1130-1230	Lunch		
1230-1330	Utilizing Group Resources (Cont.)	Staff	
1340-1500	Writing Exercise III (Cont.): Staff Note - Group Discussions		STAT
1500-1630	Writing Exercise III (Cont.): Staff Note - Individual Preparation of Lead Paragraphs		

Thursday, 15 August 1985   Room 1E78, Headquarters

                                                                                    STAT
0800-0830   DI Writing Course: Some Tricks
                 of the Trade (Session 6)   Room 1E78 Hqs.

                                                                                    STAT
0830-0930   Photos, Videos, and Films
                                                   Deputy Chief,
                                                   Graphics Services
                                                   Branch, OCR

        The speaker will describe the graphics support available in OCR and
NPIC Ground Photography Support Branch.
                                                                                    STAT
0945- 1200   Tour CPAS
                                                   CPAS

        The class will tour the CPAS publication, design, and cartographic
facilities. The CPAS staff will provide information on CPAS publication
support capabilities and offer some guidance on how to interact with CPAS
most effectively.

1200-1300   Lunch

1300-1400   Meeting with the ADDI   Richard Kerr, ADDI
                                                  Room 7E32,
                                                  Hqs.
                                                                                    STAT
1415-1530   Meeting With Chairman DI-IA Panel
                                                  Panel Chairman
                                                  Room 1E4816, Hqs.

1530-1630   DI Personnel Policies   Rep. of the
                                                  DI Personnel
                                                  TBA
                                                  Room 1E4816, Hqs.

Friday, 16 August 1985   Room 906, Chamber of Commerce Building

STAT

0830-0945	Staff Feedback on Writing Exercise III	
1000-1130	Panel of Former IA's	TBA
1130-1300	Eat-In-Lunch	
1300-1400	Goalsetting	
1400-1500	Final Evaluations and Administrative Details	Staff

STAT

INTRODUCTION TO ANALYSIS SUPPORT

List of possible course segments

Task-oriented	Personal development-oriented
Mission of the DI & DI Offices	Self-knowledge via Myers-Briggs Type Indicator
Typical day of a DI analyst	Managerial expectations--Image building
How to identify policy issues	
Researching skills	Getting useful feedback on our performance
Source familiarization	DI personnel practices
Source evaluation	Intro to the DI Panel on IAs
Collection*	Training opportunities
Logic in the DI (fact and inference)	Time management
Security guidance (probably part of source familiarization plus some identification of handbooks, who to call, etcs.)	Listening skills
	Working in CIA/ethics *
Intro to DI computer systems	Group behavior-maximizing the performance of a group *
The DI production process-- tours of CPAS, P&PD,*and intro to graphics support	

ATTACHMENT

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*Ranked lowest on my tentative schedule, therefore most apt to be dropped. Collection and Group behavior also listed for Analysis Support Course.

ANALYSIS SUPPORT COURSE

List of possible course segments

Group behavior (intra-group)--maximizing the performance of the group*

Inter-group behavior

Briefing techniques--give 10 minute briefings

Writing-- gisting, NID items, staff note item, development of key
judgements
use DI writing course as the basis of the dev. of self-edting
skills

Expressing conditional probabilities and degree of certainty

Conceptualizing or building a model of your area of responsibility or
problem

Creativity or brainstorming

Techniques for following indicators or plotting incoming data

Computer usage in the DI

Career development-personnel-panel of former IAs

Logic*

Intelligence Issues*

Collection*

* Also appears on Intro to Analysis Support list

TACHMENT

Form 8-66 163a